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ABSTRACT

This annotated bibliography is a selected listing of 77 materials in four categories: (1) books, pamphlets, articles, and conference papers; (2) documents and reports; (3) theses and abstracts; and (4) filmstrips and bibliographies. Those items available through ERIC are indicated. (Author)

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ANNOTATED BIBLIOGRAPHY

EXTENDED SCHOOL YEAR MATERIALS

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BIBLIOGRAPHY

I EXTENDED SCHOOL YEAR MATERIALS

Books, Pamphlets, Articles and Conference Reports

American Association of School Administrators. 9+ The Year-Round School. Washington, D.C.: The Association, 1970.

Defines four major extended school year plans: (1) a staggered quarter for all, (2) a full 48-week schedule, (3) a voluntary summer program, (4) a summer program for professional personnel. Discusses in detail the multiple trails plan. Thirty-six page pamphlet; includes a 140 item bibliography.

Arkansas School Study Council. Mt. Sequoyah National Seminar on Year-Round Education. Fayetteville, Arkansas: Arkansas School Study Council, 1969. Eric No. ED 040 498.

Publication includes excerpts of thirteen speeches delivered at the first national seminar on year-round education, established as a clearinghouse of information related to extended school year plans. Sixty-six page report includes a general summary of speeches, lists of seminar consultants and participants.

Bauman, W. Scott. The School Calendar Dilemma - A Solution for the Approaching Crisis. Eugene, Oregon: Bureau of Business and Economic Research, Oregon University. Eric No. ED 033 436.

Five page article based on address presented at a conference sponsored by the Florida State Department of Education. Suggests combating the rising costs of education by substituting a four-quarter rotational program for the traditional school calendar.

Beckwith, Robert M. A Practical Adventure for American Education. The "Valley View 45-15 Continuous School Year Plan." Lockport, Illinois: Valley View School District # 96, Research and Development Office, undated.

Describes the 45 day school attendance and 15 day vacation plan of Valley View School District in Romeoville, Illinois. Gives historical background of the decision and early planning activities. Provides thorough description of advantages, operational details, and problems. Raises and answers general questions about the plan and offers suggestions concerning planning and implementation.

Cammarota, Gloria; Stoops, John A.; and Johnson, Frank R. Extending the School Year. Washington, D. C.: Association for Supervision and Curriculum, National Education Association, 1961.

Several organizational plans for summer programs are discussed with preference given to the voluntary one providing enrichment and improvement education for students and in-service education for teachers. Guiding principles for development of such a program are presented. The programs in Rochester, Minnesota and Langhorne, Pennsylvania are dicussed as models. Sixty pages.

Cole, Wilma. The Year Round School. Paper presented at the National Association of Elementary School Principals Annual Meeting. Cleveland, Ohio: April 17-22, 1971. Eric No. ED 050 455.

Address describes how the Francis Howell School district overcame problems of student overpopulation through the adoption of a calendar providing nine week sessions followed by a three week vacation. Some of the problems encountered since the inception of the program in July, 1969 and the solutions that were developed are discussed.

Coutts, H. T. and Bergen, J. J. "A Modified School Year." Education Canada IX (September, 1969), pp. 23-27.

Provides background and proposes modified school year plan for Alberta, Canada. Plan involves a shift to semester courses to permit two entry times to college and to permit options for both students and faculty. Rescheduling the semesters to have Christmas as the interim between semesters, and having a summer half-session for remedial or acceleration study are other major provisions. Advantages and limitations are noted.

Florida Department of Education, Florida Technological University, and Brevard County School System. Proceedings of Third National Seminar on Year-Round Education. Cocoa Beach, Florida: The Department of Education, 1971.

Summation of seminar presentations by leading authorities on year-round education. Comprehensive 150 page report on three day seminar provides up-date on feasibility studies in progress and on the designs being tested across the country. Definitions, operational distinctions, advantages, and consequences are spelled out. Provides guidelines for working with community. Lists locations of local and state studies and pilot programs.

Fulton County School District. Atlanta's Twelve-Month School--the Four-Quarter Plan. Atlanta, Georgia: The School District, 1968.

A checklist for school business administrators on the problems of implementing and operating a twelve-month school year. Indicates briefly how these issues were dealt with in Metro Atlanta.

Hermansen, Kenneth L. and Gove, James R. The Year-Round School: The 45-15 Breakthrough. Hamden, Connecticut: Linnet Books, 1971.

154 page comprehensive study of the Valley View 45-15 Year-Round School plan. Chapters one through five treat the history of school calendar revision, condensing and evaluating many year round school proposals. Chapters six through twelve record the development of the Valley View plan through legislature, administrative and policy actions; faculty relations, community communication and problems of scheduling, management and finances are discussed. Chapters thirteen through sixteen analyze the outcome of the plan in Valley View. This section describes the Oak View Elementary School, designed and built to house a year-round school and community program, and offers guidelines for a successful transition to a year-round program.

Jefferson County Board of Education. "Nine Month School Year Out!" Your Jefferson County Schools, XIX:3 (June, 1970).

Jefferson County's (Kentucky) four-quarter plan is presented as logical alternative to the present school year. Criteria behind selection of four-quarter and specific advantages are outlined. Implementation tasks are noted and the calendar presented. Questions frequently asked about the plan are specified along with answers. The format of the eight page newsletter suggests a public relations model.

McLain, John D. The Flexible All-Year School. A Plan to Break the Lock-step in Education and Facilitate Full Employment of the Work Force. Clarion, Pennsylvania: Research-Learning Center, Clarion State College, 1969.

Seventeen page booklet describes a research model of a year-round school design distinguished by time schedules individualized for students, their families, and teachers. Views the school as a learning center, with the community and its resources as the "classroom." Includes consideration of the special education student.

Miller, Van. "Pondering the Year-Round School." Illinois Education XXXI:9 (May, 1969), pp. 381-384.

Brief historical sketch and description of current situational factors benind interest in year-round plans. Three plans--the summer school, rotating trimester, and rotating quarter--are outlined. The concise article highlights various impacts of year-round programs and concludes that such programs would result in a more professional staff, a better educational arrangement for students, and greater efficiency in use of school dollars.

National Education Association, Research Division. The Rescheduled School Year. Research Summary 1968-S2. Washington, D.C.: The Association, 1968.

Thirty-nine page pamphlet describes nine extended school year programs: (1) traditional summer school plan, (2) rotating four-quarter plan, (3) continuous four-quarter plan, (4) continuous school year or continuous progress plan, (5) multiple trails plan, (6) modified summer school plan, (7) trimester plan, (8) quadrimester plan, and (9) extended K-12 plan. Assesses advantages and disadvantages of each. Examines impact of extended year programs on curriculum, teachers, and pupils. Includes a 62 item bibliography.

National School Public Relations Association. Year-Round School: Districts Develop Successful Programs. Washington, D.C.: The Association, 1971.

64 page booklet examines various plans, programs and systems for rescheduling the school year, lists pros and cons of the year-round concept, analyzes reaction of teachers, administrators, students and the general public. Outlines relevant legislation and the results of feasibility studies for year-round education in many states. Briefly notes alternatives to ESY such as the four day week or a shorter school year. Concludes with six case studies of working year-round school programs.

New Jersey Education Association. Extended School Year. Trenton, New Jersey: The Association, Report No. 101, 1971.

Eleven page pamphlet defines a variety of claims and counter-claims raised by advocates and detractors of "extended school year" plans. Includes considerations of setting, pros and cons, various plans, cost, pertinent laws and a summary statement. Lists a 28 item bibliography.

New Jersey School Boards Association. Report of the Committee to Study the Extended School Year. Trenton, New Jersey: The School Boards Association, 1970.

Outlines and compares five basic extended school year plans: (1) trimester plan, (2) quadrimester plan, (3) extended semester plan, (4) extended summer plan, (5) continuous learning year (multiple trails plan). Provides planning guidelines and models. Includes a 36 item bibliography.

O'Dell, Alan M. A General Report on the Becky-David Year-Round School Plan. St. Charles County, Missouri: Francis Howell School District, 1970.

Describes the rationale, initiation, and operational basics of year-round school plan in a Missouri elementary school. Parental and teacher concerns and evaluation are noted and analyzed. Research evidence of program impact on pupil learning and school climate is outlined. The concise report also includes financial and administrative consequences and recommendations for further research.

Perry, Ione L. Post-Conference Report: Extended School Year Conference. Tallahassee, Florida: Florida State Department of Education, Division of Curriculum and Instruction, 1969.

71 page report comprises papers presented by consultants involved in planning and operating year round programs across the country. Selected bibliography included.

Rothstein, Hy. "Quinmester Extended School Year Plan: Dade County Public Schools, Miami, Florida." Journal of Health, Physical Education and Recreation XLII (September, 1971), p 30.

Describes the health and physical education program developed for the quinmester system initiated in Dade County, which consists of five 9-week sessions extended over the 12-month school year.

San Diego Department of Education. Proceedings of the Fourth National Seminar on Year-Round Education. San Diego, California: The Department, 1972.

Summation of seminar presentations by leading authorities on year-round education. Includes 28 articles by conference participants describing ongoing programs across the country and proposing new designs for extended school year programs.

Scala, Anthony W. "Year-Round School." National Association of Secondary School Principals Bulletin LIV (March, 1970), pp. 79-89.

Analyzes the practical and emotional forces of resistance to summer programs and proposes as a solution a voluntary trimester plan with summer as the elective "third semester." The Syosset (NY) Senior High School program is examined in some detail as a model for this extended school year plan.

Thomas, George I. "It's Time to Reschedule the School Year." Paper presented at the Annual Meeting of the National School Boards Association. Miami Beach, Florida: April, 1969. Eric No. ED 629 394.

While most administrators are primarily interested in the economies offered by the extended school year, it is the opportunities for increasing educational quality which should receive primary attention. The knowledge explosion in the past 70 years dictates this focus. There are four basic ways of rescheduling the school year: (1) the staggered quarter plan and its many variations, in which the schools operate year-round with vacations spread throughout the year; (2) the extended school year (204-212 days), with economies arising from student acceleration; (3) the summer school programs for remedial, makeup, or enrichment work; and (4) the Multiple Trails Design. The Multiple Trails Design is the most flexible of the plans since it does not rely on term rotation or acceleration to achieve desired goals and it allows educators to be innovative. It allows for individualized programs, acceleration, and enrichment, and gives teachers time for individual development. Computers programmed with many rescheduled school years will soon be ready to provide individual school districts with programs which will best fit their needs and conditions. Vacations are becoming year-round phenomena and should not hinder year-round schools as they did in the past.

Wehmhoefer, Roy A. The Twelve-Month School Year, A Study of the Advantages and Disadvantages of the Four-Quarter System. Chicago, Illinois: Cook County Public Schools, 1968. Eric No. 022 252

Reviews the literature on the staggered four-quarter plan and discusses in detail its advantages and disadvantages.

Whitsitt, Robert Craig. Considerations on the Year-Round School. Spring Valley, New York: Lakeside School, 1971.

Views the continuous progress program as the key to tapping the potential of the year-round plan. Describes the continuous progress program at Lakeside, a non-graded elementary school, and points out the advantages and obstacles to incorporating that program into a year-round schedule.

II Documents and Reports

Alam, Sami J. The Four Quarter Plan and its Feasibility for the Port Huron Area School District. Lansing, Michigan: The Michigan State Department of Education, 1970.

Describes the community and the basis for the study. Traces the history of the year-round school and describes briefly four types of year-round plans. The assigned vacation quarter plan, viewed as alleviating overcrowding without requiring additional buildings was selected for in-depth study of its educational feasibility. The results detail impact of the plan on curriculum, scheduling, athletics, maintenance, budget, students, staff and community. Procedures and instruments used in implementing the study are outlined in detail in this 268 page report. An extensive bibliography, partially annotated, is provided.

Atlanta Public Schools. Effective Instruction, A Report on the Four-Quarter Plan of Organization. Atlanta, Georgia: Atlanta Public Schools, 1968. Eric No. ED 028 544

Describes four quarter plan implemented by Atlanta Public Schools in 1968 in 34 page report. Gives background and rationale for year round education, organizational structure established for revising the curriculum, samples of courses, reports to parents and pupils concerning the program.

Bauman, W.S. The Flexible System, an Economic Analysis of Advantages of the Quarterly Calendar in Public Schools. Toledo, Ohio: Business Research Center, 1966.

Examines the possible instructional and financial advantages of a quarter system in the public schools.

Bentley, Ernest L. and others. Four-Quarter School Year in Metropolitan Atlanta. Atlanta, Georgia: Supplementary Educational Center, 1969.

Describes exploratory study conducted to evaluate community and school personnel support for Atlanta's four-quarter school year program initiated in 1968-69. Gives results of interviews with students, parents, teachers, administrators and influential community members. All groups favored continuing the program. This 44 page report serves as a prelude to a complete study of Atlanta's 4 quarter program.

Cincinnati Public Schools. The Quarter Plan in Cincinnati. Cincinnati, Ohio: Superintendent's Committee on Year Round School, December, 1969.

Seventy-four page feasibility report. Part I deals with improvement of instruction resulting from a more comprehensive total program organized in shorter periods of time and greater flexibility in student scheduling. Shows illustrative features of possible science, social studies, and vocational education classes under the quarter plan. Part II emphasizes aspects of the plan relating to operation, particularly budget implications and logistics of pupil housing. Discusses productive costs such as technical overstaffing, the use of the carnegie unit, vocational education, use of plant and staff in relation to the quarter plan. Explores potential for experimentation with extended use of the plant through rotation of pupils and with reducing operating costs with the five period day.

Craigmile, James L. and Hymer, Robert. An Educational Evaluation of the Year-Round Schedule in Becky-David Elementary School. St. Charles, Missouri: Francis Howell School District, 1970.

Thirty-five page report analyzing the educational effects of the Becky-David year-round school plan. Describes the plan, which divides students into four groups, each attending school for nine weeks followed by a three week vacation. Includes data on reading and arithmetic scores among Becky-David 4th through 6th graders and a control group. Presents results of polls measuring parental attitudes and opinions.

Cuddy, Edward H. The Year Round School or the Rescheduled School Year. Indianapolis, Indiana: Warren Township Independent School District, 1969. Eric No. ED 041 364.

In depth study (119 pages) examines literature on the year round school concept, the experiences of those who have tried it, and recent trends in this direction. Describes ten different plans for year round schools, assesses year round schools in general, and discusses the year round program of Warren County. Includes an overall summary and bibliography of 59 sources.

Delaware State Department of Public Instruction. Feasibility of Rescheduled School Year Plans for Delaware Public Elementary and Secondary Schools. Dover, Delaware: The Department, Division of Research and Publications, 1969. Eric No. ED 036 886.

Summarizes findings of feasibility study based on a literature survey, school visitations, and consultations with leading authorities. Classifies rescheduled school year plans into three types: staggered attendance, summer program, and extended term. Analyzes and compares the three types. Includes a 90 item bibliography and a comparative cost analysis of the traditional year plan versus the extended school year plan.

Finchum, R.N. Extended Use of School Facilities. School Plant Management Series. Washington, D.C.: Department of Health, Education and Welfare Report No. OE-21035. Office of Education, Eric No. ED 018 071.

Extended school year programs in nine representative districts are examined in 108 page study. Reviews practices of facility utilization beyond the standard school schedule by school and non-school groups. Presents concepts of extended day, week and year and purposes of such extensions. Selected bibliography.

Francis Howell School District. Becky-David Year-Round School Questionnaire. St. Charles, Missouri: Francis Howell School District, 1971.

Text and results of questionnaire distributed to parents of children attending the Becky-David Year-Round School. Analyzes answers according to the cycles in which the children were enrolled, separating data for the primary and intermediate school. Includes representative comments made by parents for each question.

Freeland Community Schools. "STAY" - Start Teaching All Year. Freeland, Michigan: Extended School Year Study Committee, Freeland Community Schools, 1970.

421 page comprehensive report proposes a total operational program for a tri-semester year-round school in which attendance would be compulsory in three 80-day tri-semesters. In depth examination of student scheduling, teacher contract provisions, and curriculum revision including course outlines for all subjects. Includes consideration of the maintenance program, auxiliary staff, transportation, the hot lunch program, community evaluation, and air conditioning. Concluding chapters deal with the history and future of Freeland, financial data, and a building needs comparison.

Fulton County Board of Education. Fulton County Schools Four Quarter Plan. Atlanta, Georgia: The Board, 1969. Eric No. 049 548.

Sixty-one page report describes the Fulton County course offerings, about 70% of which are quarter courses independent of each other. Lists graduation requirements and course descriptions in twelve subject areas. Describes briefly scheduling procedure.

Gillis, Reid. The Twelve Month School. A New Approach. Croft Leadership Action Folio No. 11. New London, Connecticut: Croft Educational Services, 1970.

A three part document in folio form. Each section contains a four page dissertation and supporting tables, appendicies, exhibits, bibliographies. Part A reviews the need, outlines the benefits, and discusses the rationale for the year round school. It includes a comparative chart of the characteristics of five extended school year designs. Part B reviews the steps necessary in planning a new curriculum reflecting the flexibility of a four quarter plan. It includes sample departmental programs, course outlines, and teacher guidelines for the new curriculum from the Fulton County Schools in Atlanta, Georgia. Part C outlines procedures for implementing the plan and informing the public, teachers and students. The exhibits include possible topics for speeches, representative newspaper reports, new forms for student records, transcripts and report cards from the Fulton County Schools.

Glinke, George B. The Extended School Year: A Look at Different School Calendars as Proposed by Various School Districts in America. Utica, Michigan: Utica Community Schools, 1970.

Furnishes definitions, operational details including calendar specifics, and advantages of sixty-seven extended school year plans. Nine calendars presented in chart or tabular detail.

____. The Extended School Year: A Look at Different Calendars as Proposed by Various School Districts in America. A Thumbnail Sketch. Utica, Michigan: Utica Community Schools, 1971.

Definition of terms. Thirty-nine common year-round educational plans defined in terms of school calendar.

____. Extended School Year Programs Found in the United States and Canada, 1966-1970. Utica, Michigan: Utica Community Schools, 1971.

Lists in chronological order, locates by state and county, and briefly outlines extended school year studies, conferences, or pilot programs throughout the U.S. and Canada during the period 1966-1970.

____. How to Organize a Community Study on Year-Round Education. Utica, Michigan: Utica Community Schools, 1971.

Describes the early stages of implementation of a year-round plan in Utica. Focuses particularly on techniques successfully used to involve the community and to secure its initial support. Points out subsequent steps in implementation.

____. People to Contact for Additional Information on Year-Round Schools. Utica, Michigan: Utica Community Schools, 1970.

Gives names and addresses of year-round school authorities throughout the United States.

____. A Position Paper on the Optional Five-Term Year-Round Educational Plan. Utica, Michigan: Utica Community Schools, 1970.

Recommends the optional five-term year-round educational plan. Includes specifics of (1) creating a new school year of 47 day terms with one term vacation at the option of the student and family, and (2) developing a series of mini-courses in grades K-12 to be offered in three or four and a half-week blocks.

____. A Tooling Up Plan to Move Toward the Optional Five-Term Year-Round Educational Concept Including the Cost Analysis for Phases III and IV 1971-1976.

Reviews the five phases of implementing the optional five-term year-round school design in Utica, and provides a framework for moving into phase III, curriculum development. Includes a preliminary cost analysis for specified personnel and tasks of phases III and IV (pilot program). Supplies details on the structure and purposes of the curriculum standing committee along with suggested patterns for developing new term course labels and syllabi.

____. Types of Change and Sample Questions With the Optional Five-Term Year-Round Education Plan. Utica, Michigan: Utica Community Schools, 1971.

Describes advantages of year-round education in Utica Schools. Outlines difficulties and changes to be expected. Lists sample questions the community is likely to ask.

____. The Year-Round Educational Movement. It's Historical Implications on Today's Urbanized Culture. Utica, Michigan: Utica Community Schools, 1970.

Examines historical data on various extended school year programs from the early 1800's to date. Describes factors related to the growing interest in year-round plans and outlines recent research evidence on the feasibility of such plans. Lists schools experimenting with year-round programs.

____. Year-Round Education, "The Utica Story." Utica, Michigan: Utica Community Schools, 1970.

Outlines the evolvement of the five-term optional year-round school program in Utica. Details advantages, public relations strategy, curriculum considerations, and implementation details and recommendations.

Gove, James R. and Page, J. Patrick. Feasibility Study of Full Year Public School Operation. (Valley View 45-15 Continuous School Year Plan) Lockport, Illinois: National Center for Educational Research and Development, 1970. Eric No. ED 048 524.

Comprehensive 262 page report describing the 45-15 plan in detail. Gives a background of the school district, analyzes effects of the 45-15 plan on school and community, chronologically summarizes significant events that followed implementation of the plan. Reprints of newspaper articles discussing the plan are included.

Grand Forks School Board. The Extended School Year: A Feasibility Study. Grand Forks, North Dakota. The School Board, undated.

Report presents a model extended school year program for consideration by the Grand Forks School Board. The proposed calendar projects a 220 day attendance cycle with 40 days "scheduled out" for each student. Report focuses on student and staff scheduling, building modifications, equipment and related factors. Presents a differentiated staffing model and a curriculum development proposal. Summarizes financial data.

Hamilton, Clarence A. A Financial Evaluation of Becky - David Year-Round School. St. Charles, Missouri: Francis Howell School District, 1970.

Document of thirty-two pages analyzes the economic advantages and disadvantages of the year-round school plan devised for the Becky-David primary and intermediate school in its first year of operation. Reviews the research procedures and interviews with school personnel used in developing the plan. Examines the effects of the new schedule on major areas of expense: administration, teacher salaries, food services, operations and maintenance, and transportation. Makes recommendations for budgeting procedures and accounting systems.

Henson, E. Curtis. The Four-Quarter School Year. Atlanta Georgia: Atlanta Board of Education, 1970.

Sixty-one page report outlines the origin, development and implementation of the four quarter program designed for the eight school systems serving metropolitan Atlanta. Describes the organizational structure set up to design the curriculum and redefine administrative and personnel tasks. Includes a typical student schedule and answers to frequently asked questions. Appendices: Course guides in Mathematics and English, flow charts in science and mathematics, procedures for revising course offerings, complete list of English courses, conversion table for changing Carnegie units into quarter hours, high school graduation requirements, calendar for two school years.

Lemon, Donald and Thompson, John. The Extended School Year (A Survey of Citizen Attitudes). Grand Forks, North Dakota: University of North Dakota, 1968.

Presents seven classifications of citizen opinion and concerns about different aspects of the extended school year. Gives teacher perspectives on special problems. Provides model for assessing impact of program on community and teachers.

McLain, John D. Considerations for Economy and Quality Education Through Year-Round Schools. Clarion, Pennsylvania: Research-Learning Center, Clarion State College, 1969.

Outlines pressures for all year schools. Classifies and briefly describes nine different all-year school designs. Analyzes living patterns, educational standards, and economic factors that must be considered in any design and compares the nine designs on the basis of those variables. Views the flexible all-year plan as the most effective, and points up the special advantages and limitations of that plan. Sixty-three pages.

Michigan Department of Education. Feasibility Studies for Extending the Regular School Year. Lansing, Michigan: The Department, 1970.

A summary and synthesis of six different extended school year feasibility studies conducted in eight Michigan school districts in 1970. The plans examined included the four-quarter mandated (staggered four-quarter), the mandated trimester, the modified split trimester, and the five-term or continuous school year. Presents, in tabulated and summary form, details on the community reaction to the year-round concept, and financial implications. Public relations strategies are also outlined.

Montgomery County Public Schools. Twelve-Month Use of Schools. Rockville, Maryland: The Public Schools, 1969.

Describes the pros and cons of the year-round school and examines results of experimental programs in (1) Atlanta, Georgia, (2) Fort Lauderdale, Florida, (3) New York State, (4) San Juan, California, and (5) Tallahassee, Florida. Notes questions remaining unanswered.

New York State Education Department. Application of the Extended School Year Concept to a Board of Cooperative Educational Services Occupational Training Program. Albany, New York: Bureau of Occupational Educational Research, New York State Education Department, 1969.

Account of a pilot extended school year program in three counties designed to provide vocational training as part of the regular school program and to assess the value of operating the occupational center during the summer months. Provides data on the increased number of students served by the center through year round use of equipment and facilities. Includes recommendations, topical outlines, financial data, and suggested scheduling formats.

Northville Public Schools. Year-Round School: Is It Feasible? Northville, Michigan: The Department of Education, undated.

180 page feasibility study of a four-quarter plan of year-round operation for the Northville Public Schools. Briefly reviews literature on existing programs. Lists advantages and disadvantages of various approaches to year-round operation, discusses calendar and curriculum implications, describes public relations program. Includes 40 tables based on results of community, student and teacher surveys, numerous reprints of news articles.

Pennsylvania Department of Education. Year-Round School. Harrisburg, Pennsylvania: Pennsylvania Department of Education, 1971.

Ninety-two page document describes the background of the debate on flexible scheduling vs. the traditional school calendar, and the implications of the enactment of Pennsylvania's Act 80, which provides the legal basis for the year round school in Pennsylvania. Identifies the characteristics, advantages, and disadvantages of a staggered plan for all students, voluntary summer school, a continuous school year on the 45-15 plan, and a trimester plan. Analyzes different patterns which have developed in different communities, including the Flexible All-Year School, the Valley View 45-15, the Five Year Optional Year Round School, the Las Vegas Urban High School. Lists planning stage considerations, indicates possible implications of the YRS for the curriculum, students, teachers, and community. Bibliography, appendices including attitude surveys for administrative staff, teachers, members of the community.

Petterson, Carl Emmanuel. The Extended School Year in the State of Utah. Salt Lake City, Utah: Utah State Board of Education, 1969. Eric No. ED 022 267.

This study examines the extended school year and summer school program supported by the State of Urah during the summer of 1965. Facts, statistics, opinions, and other information enable educators and legislators to make informed decisions concerning the future of summer school programs in Utah. Information for the study was obtained from three major sources: (1) An oral interview with each district superintendent, (2) a personal visit to selected schools, and (3) questionnaire distributed to a random sample of parents, students, and teachers. The results of the study led to five recommendations: (1) The summer program should be continued and expanded, (2) increased communication and cooperation is needed between the community and the schools in the formulation of summer programs, (3) class size of the summer program should be investigated further, (4) student transportation should be improved, and (5) use should be made of any industrial, historical, or recreational facilities which the community has to offer.

Piele, Philip K. Rescheduled School Year Plans. Eugene, Oregon: Center for Advanced Study of Educational Administration, Oregon University, 1971. Eric No. ED 047 419.

Four page literature review, based on abstracts of documents announced in Research in Education. Compiles information on the rescheduled school year. Following the review is a list of the 18 documents cited, their costs, and availability.

Rogge, William M. Planning a Year-Round School Operation (A Case Study of the Valley View School District 45-15 Plan). Lockport, Illinois: Valley View School District, January, 1971.

Describes the planning and collection of data for beginning a year-round operation including student achievement, teacher opinions, community opinions and costs of operation. Covers the problems of student scheduling, teacher scheduling and winning community support which are considered to be the major obstacles to successful implementation of year-round plans. Rationale for evaluation, research design, conclusions and recommendations are included. Lists 17 references used in the study. Appendices include: (A) Instruments used in the study including questionnaire for teachers, questionnaire for community people, interview protocol, priority concerns, check list and feedback on interviewers, B) The Valley View 45-15 continuous school year plan, C) Illinois legislation and state office guidelines affecting year-round school operations. D) Opinions and attitudes of professional staff toward 45-15 plan as of June 9, 1970, E) Student achievement and ability, F) Community survey questionnaire, G) Community interviews, and H) Fiscal analysis.

Simmons, James C., and Garvue, Robert J. An Examination of the Socio-Economic Implications of the Adoption of Individually Prescribed Instructional Systems by School Systems. Tallahassee, Florida: Department of Educational Administration, Florida State University, 1969. Eric No. ED 031 801

Paper presents findings from a study of the social and economic effects of adopting individually prescribed instruction programs by elementary and secondary schools. Study procedures involved: (1) visitation of schools where IPI had been adopted (2) comparison of IPI and current systems so that the major differences might be isolated and (3) interviews with community leaders, educators and others. This 101 page report divides the subject into three main areas central to a program of IPI: a continuous year-round school program, differentiated staffing and the individual rate of student progress. Difficulties are discussed and recommendations made. Bibliography.

Thomas, George Isaiah. Extended School Year Designs--An Introduction to New Plans of School Organization Which Can Result in Financial Economies and Provide More Education for all Pupils. Albany, New York: New York State Education Department, 1966.

Explores elementary and secondary school organization plans based upon lengthening the school year to reduce by one or more years the total period of schooling. Presents practical information on (1) continuous school year plan, (2) trimester plan, (3) quadrimester plan, (4) modified summer plan, and (5) extended K-12 plan. Required curriculum adjustments for each plan are discussed. Examines the effects of each plan upon students, teachers, school facilities, school finance, and curriculum.

____. Setting the Stage for Lengthened School Year Programs--A Special Report Prepared for the Governor and the Legislature of New York. Albany, New York: New York State Education Department, 1968.

Describes and compares several extended school year designs created for economy and increased educational opportunity. Presents specific findings, conclusions, and recommendations relative to (1) continuous progress design, (2) modified summer school, (3) trimester design, (4) quadrimester design, (5) extended K-12 plan, and (6) multiple trails plan.

U.S. Department of Health, Education and Welfare. Year-Round Schools: The 45-15 Plan. PREP Report # 27. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1970.

Report summarizes characteristics and advantages of the 45-15 plan, includes chart of the Valley View, Illinois scheduling plan. Discusses problems of pupil, teacher and classroom scheduling. Examines the legal dimensions to year round plans and relevant research on effectiveness. Various aspects of preparing for implementation of a 45-15 plan are covered, including responses to typical questions from the community. Thorough examination of financial considerations for YRS in general and Valley View in particular; includes cost breakdown per pupil in Valley View before and after implementation of 45-15. Includes conclusions and recommendations, bibliography, listing of ERIC materials.

Utica Community Schools. The Optional Five-Term Year-Round Educational Plan - Phase II: The Communications Phase. Utica, Michigan: Utica Community Schools, 1971.

Comprehensive (280 page) study documenting the research and communications on the year-round school concept carried out by the Utica Community School District. Summarizes the 1970 feasibility study, develops an optional five-term year round educational plan, describes extensive public relations program, identifies possible target level and location of a pilot year-round school, describes a tooling-up plan with a cost analysis. Appendices include a position paper, proposal for in-service training, script of slide presentation, history of year-round education. Also included are a list of extended school year programs in the United States and Canada, a list of year-round school educators, and term course descriptions in major subject areas.

Valley View Elementary Schools. The Year of Forty-Five Fifteen: Teacher's General District Handbook. Lockport, Illinois: Valley View School District No. 96, 1970.

Booklet designed to inform and assist teachers in the Valley View School District. Includes a history of the district, organizational information, special district program, discussion of student relations and professional philosophy.

Wilcox, Edward F. Progress Report: Extended School Year Project. Providence, Rhode Island: The State Department of Education, April, 1971.

Collection of materials related to extended school year plans used by the Commission to Study the Feasibility of Extending the School Year. Includes list of study areas for planning committee consideration, educational needs to be served by the project, appendices giving information about activities of specific school districts.

III Theses and Abstracts

Glinke, George B. The Four-Quarter Staggered School Year, a Feasibility Study. Utica, Michigan: Utica Community Schools, 1970.

Compares several plans and finds the optional year-round plan best for Utica. Provides list of advantages and outlines five phase ten-year program for testing, evaluation, and selecting a year-round plan for Utica. Abstract includes a table of contents of the feasibility study and a bibliography.

Research and Information Services for Education. Report on the Extended School Year. Abstract and Summary. 1969.

Eleven page document sketches the history of the extended school year movement and describes, and analyzes in summary form three major categories of plans: (1) the 48 week school year, (2) the staggered enrollment system, (3) extended summer program.

Scala, Anthony W. A Survey of the History and Current Status of the Extended School Year in Selected Public Schools of the United States. (Doctoral dissertation, St. John's University) Ann Arbor, Michigan: University Microfilms, 1971. No. 69-4118.

Gives historical overview of the U.S. extended year programs and their legal parameters. Describes sixty-six programs in the U.S., focusing particular attention on four extended school year experiments in New York State. Investigates the financial implications of the extended school year. Includes instruments used to gather data on extended school year programs.

IV Filmstrips and Bibliographies

Glinke, George B. A List of Bibliographical Materials for Year-Round Schools. Utica, Michigan: Utica Community Schools, 1970.

A list of available resource materials including (1) books, (2) periodical articles, (3) pamphlets, (4) newspaper articles, (5) unpublished feasibility reports, (6) dissertations, (7) feasibility study for year-round schools in Utica.

_____. Materials Published Dealing With Year-Round Educational Movement (Extended School Year) Between 1969 and 1971. Utica, Michigan: Utica Community Schools, 1971.

A list of mimeographed materials by George B. Glinke, Director of Year-Round Education in Utica Community Schools.

IKE Films. The 45-15 Continuous School Year Plan. (Filmstrip) Batavia, Illinois: undated.

Audio-visual description of the 45-15 Continuous School Year Plan from community census to implementation. Describes origin of the plan in the problems of the district, development and advantages of the 45-15 design.

Northville Public Schools. Year-Round School: Is It Feasible? (Filmstrip) Northville, Michigan: The Board of Education, undated.

Presentation script for a filmstrip prepared to assist in informing the community about the Year-Round School Concept proposed for the Northville Schools.

Whitney, H. and Piele, P., comp. Annotated Bibliography on Year-Round School Programs. Eugene, Oregon: Eric Clearinghouse on Educational Administration, Oregon University, 1968. Eric No. ED 023 199.

This annotated bibliography is a selected listing of 11 books and pamphlets, three dissertations, and 31 articles on year-round school programs published since 1962. The documents listed explore the effects of cost and educational quality of (1) staggered quarter plans, (2) quarter system plans, (3) staggered trimester plans, (4) split trimester plans, (5) trimester system plans, (6) extended K to 12 plans, and (7) summer school plans, as well as give suggestions for implementing such plans.